

Table B -- Librarians, Charlottesville, VA -- February 23, 1999

No.	EPA Grade	Age	Gender	Grade	Lang	Race	TV	Cable	Home Comp	CD-ROM	E-mail	Internet	Use	Work Comp	CD-ROM	E-mail	Internet	Use	News paper	# in Home
1	3	46	F	GW	E	W	Y	Y	Y	N	N	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2*	8	48	M	GW	E	W	N	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3*	6	57	M	GW	E	W	Y	Y	Y	Y	Y	Y	6	Y	Y	Y	Y	8	Y	2
4*	5	38	F	GW	E	AA	Y	Y	Y	Y	Y	Y	6	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5*	8	38	F	GW	E	W	Y	N	Y	Y	Y	Y	8	Y	Y	Y	Y	8	Y	1
6	5	60	F	SC	E	W	Y	N	N	n/a	n/a	n/a	n/a	Y	N	N	N	n/a	Y	2
7	n/a	52	M	GW	E	W	Y	Y	Y	Y	Y	Y	1	Y	Y	Y	Y	8	Y	3
8*	3	34	F	GW	E	W	Y	Y	Y	Y	Y	Y	7	Y	Y	Y	Y	8	N	2
9	5	36	M	FC	E	W	Y	Y	Y	Y	Y	Y	6	Y	Y	Y	Y	8	Y	5
10	4	32	F	GW	E	W	Y	Y	Y	Y	Y	Y	8	Y	Y	Y	Y	7	Y	2

2. The image of the EPA needs to be projected as the protector of the environment for the common man. Business deserves consideration for its needs, but not at the cost of our environmental quality.
3. Web site has shown enormous improvement in last few years. Please continue to expand it and include environmental data to the local level whenever possible.
4. I'd like to have better topical access to EPA's databases and a better description of its publications/report categories.
5. On www: provision of regulations/laws in summary format with links to GPO Access to USCODE/CFR. Concerned about archival issues of electronic information and ensuring that publications in whatever format are provided to the Federal Registry Library Program.
8. There really needs to be a "one-stop shop" for information; if info. is not actually provided in one location, there should at least, be info. on where to get info.

Table B -- Media Group, Pittsburgh, PA -- March 4, 1999

No.	EPA Grade	Age	Gende r	Grade	Lan g	Rac e	TV	Cable	Home Com p	CD- ROM	E-mail	Intern et	Us e	Work Com p	CD- ROM	E-mail	Intern et	Us e	News paper	# in Home
11	9	47	M	GW	E	W	Y	Y	Y	Y	Y	Y	6	Y	Y	Y	Y	8	Y	4
12	8	36	F	GW	E	W	Y	Y	Y	Y	Y	Y	7	Y	Y	Y	Y	8	Y	3
13	3	38	M	GW	E	W	Y	Y	Y	Y	Y	Y	8	Y	Y	Y	Y	8	Y	1
14	8	53	M	GW	E	W	Y	Y	Y	Y	Y	Y	8	Y	N	N	N	2	Y	1
15	8	32	M	GW	E	W	Y	Y	Y	Y	Y	Y	6	Y	Y	Y	Y	8	N	2
16	5	38	M	FC	E	W	Y	Y	Y	Y	N	Y	1	Y	Y	Y	Y	1	Y	6

Table B -- Environmental Organizations, Salisbury, MD -- March 11, 1999

No.	EPA Grade	Age	Gender	Grade	Lang	Race	TV	Cable	Home Comp	CD-ROM	E-mail	Internet	Use	Work Comp	CD-ROM	E-mail	Internet	Use	News paper	# in Home
17	3	71	F	FC	E	W	Y	Y	N	n/a	n/a	n/a	n/a	N	n/a	n/a	n/a	n/a	Y	2
18	3	82	M	SC	E	W	Y	Y	N	n/a	n/a	n/a	n/a	N	n/a	n/a	n/a	n/a	Y	2
19	5	52	F	FC	E	W	Y	Y	Y	Y	Y	Y	5	Y	Y	Y	Y	8	Y	2

Table B -- Small Business, York, PA -- March 16, 1999

No.	EPA Grade	Age	Gender	Grade	Lang	Race	TV	Cable	Home Comp	CD-ROM	E-mail	Intern et	Us e	Work Comp	CD-ROM	E-mail	Intern et	Us e	News paper	# in Home
20*	2	54	M	12	E	W	Y	Y+	Y	Y	Y	Y	7	Y	Y	Y	Y	9	Y	2
21*	3	46	M	GW	E	W	Y	Y	Y	Y	Y	Y	8	Y	Y	Y	n/a	Y	4	
22*	4	55	M	SC	E	W	Y	Y	Y	Y	N	Y	4	Y	Y	Y	Y	6	N	2
23	2	51	M	12	E	W	Y	Y+	Y	Y	Y	Y	7	Y	Y	Y	Y	8	Y	4
24	3	57	M	SC	E	W	Y	Y	Y	Y	Y	Y	7	Y	Y	Y	Y	7	Y	2
25*	3	42	M	8	E	W	N	N	Y	Y	Y	Y	6	Y	Y	Y	Y	6	Y	12

+ Satellite Dish

20*. K.I.S.S.

21*. I believe that too much attention is paid to organizations like Green Peace and the Sierra Club, while small businesses are not always contacted to see what the effects would be on the creation and sustainment of the job force. Small business is the backbone of America and should be brought into play in a much greater fashion so as to sustain growth.

22*. Information is provided -- not in a manner that is understood by most that receive it.

25*. Keep information simple. So all can understand -- enforce all, not just some shops.

Table B -- Environmental Educators, Frederick, MD -- March 18, 1999

No.	EPA Grade	Age	Gender	Grade	Lang	Race	TV	Cable	Home Comp	CD-ROM	E-mail	Internet	Use	Work Comp	CD-ROM	E-mail	Internet	Use	News paper	# in Home
26*	n/a	24	M	FC	E	W	Y	Y	Y	Y	Y	Y	7	Y	Y	Y	5	Y	2	
27	3	38	F	GW	E	W	Y	Y	Y	Y	Y	Y	7	Y	Y	Y	8	Y	4	
28*	4	52	M	GW	E	W	Y	Y	Y	Y	Y	Y	7	Y	Y	Y	6	N	1	
29*	n/a	35	F	GW	E	W	Y	Y	Y	Y	Y	Y	4	Y	Y	Y	8	N	2	
30*	2	53	M	GW	E	W	Y	Y+	Y	Y	Y	Y	7	Y	Y	Y	8	N	5	
31	3	44	M	GW	E	W	Y	Y	Y	Y	Y	Y	6	Y	Y	N	Y	5	Y	4
32*	2	51	F	GW	E	W	Y	Y	Y	N	N	N	n/a	Y	Y	Y	6	Y	4	
33*	1	47	F	GW	E	W	Y	Y	Y	Y	N	N	n/a	Y	Y	Y	8	N	4	
34	5	30	M	GW	E	W	Y	Y	Y	Y	Y	Y	7	Y	Y	Y	7	Y	2	

26*. Bias is a big concern for my students. They are constantly asking for the right answer. They have a problem trying to decide for themselves after weighing all of the information. They want to be told the “right” answer when it is not as simple as that.

28*. Need to develop a greater understanding of environmental problems. Need to generate a population willing to commit themselves to realistic environmental change in attitude and ethic.

29*. I would like a means to share the data collected on local water quality of streams to make our data more meaningful to the students and as a means of comparison of our data to other data in the region.

30*. Please make information balanced, that is, don't just give everything an environmentalist slant.

32*. A brochure or booklet of environmental protection agency concerns and focus issues would be helpful. Data (using graphs) of pollution of different kinds would be good for students to study and compare.

33*. EPA plays a critical role in solving environmental problems. Students need to view EPA as accessible and user-friendly.